

# FE Week

## WORLD SKILLS UK LANDS IN NORTHERN IRELAND



Shayne Hadland, aged 19, aircraft maintenance

Naomi Stephenson, aged 23, industrial electronics



**The road to Brazil is opening up for young tradesmen and women who have been battling it out in Belfast at a WorldSkills UK squad selection event for Sao Paulo next year.**

See page 4

## UNION STRIKE BILL NEARS £200K

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The cost of an ongoing strike at Lambeth College over new contracts for staff is nearing the £200,000-mark for the cash-strapped University and College Union, while learners brace themselves for a possible fifth week of disruption.

Teachers and lecturers on the picket line have been getting £50 a-day from the UCU, which has said up to 180 workers were on the strike called over new contracts containing longer working hours and offering less annual leave.

It comes just over a year after the UCU's own honorary treasurer, Alan Carr, called for £2m of annual savings to be made by April next year.

And the UCU has already tried to raise more money to pay protestors with fund-raising during a "national day of action" on Wednesday (June 25).

Meanwhile a YouTube video has emerged in which protesting staff performed music hall song The Lambeth Walk — which they called "The Lambeth Walk(OUT!)" — in front of the college while learners and non-striking colleagues were inside working.

A UCU spokesperson said picket lines were "almost always enjoyable, good humoured



A still from a YouTube video of Lambeth College staff singing and dancing while picketing outside work

strike, which started on June 3, was having on union finances.

However, he added: "Like most unions, the UCU pays strike pay during strategically important or prolonged disputes. That is one of the many benefits of being a union member."

The new contracts at the centre of the row offer 50 days a year annual leave — 10 days

less than that given to existing staff.

However, Lambeth principal Mark Silverman has said the terms of the contract, introduced from April 1, were "in line with sector norms".

He said they were part of the college's recovery plan following financial deficits of £4.1m in 2012/13 and £3.5m this year.

And he told staff on Tuesday (June 24) that he was willing to enter into talks having emailed the UCU "firm proposals for discussion" the previous day.

Mr Silverman said his proposals included an offer to discuss the "implementation and management of the new contract," including the proposed changes to sick pay and holiday entitlements.

He said he would also look at providing

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**'FINANCIAL IRREGULARITY'**  
**CLAIMS UP 108PC**

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**EX-BIS BOSS**  
**PROFILED**

PAGES 10 & 11



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HMRC TO GIVE OUT LEARNER DETAILS

FE WEEK REPORTER

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A new government bill aims to allow Her Majesty's Revenue and Customs (HMRC) to give out learner details for the first time.

The Small Business, Enterprise and Employment Bill means anonymised former FE learners' job, education or benefit claimant status could be tracked through the tax system and passed on to colleges and schools.

The bill, which also contains legislation covering zero-hour contracts and transparency measures on company ownership among other things, could lead to new funding and performance management measures for providers, as well as allowing wage gain analyses.

It has been welcomed by Joy Mercer, director of education policy at the Association of Colleges, amid hopes it could pave the way for a robust destination data system.

She told FE Week: "The measures introduced in this bill to improve the provision of information about the destinations of 16 to 18-year-olds by linking this to other national data, including that held by HMRC, is in line with the experimental data about to be released by the Department for Business, Innovation and Skills for adults.

"This approach will appeal to colleges as they currently spend



Dr Vince Cable

trying to track the destinations of former students. DfE was initially unable to adopt this method of collecting data via HMRC for 16 to 18-year-olds without a change in legislation; this bill provides that legislative change.

"In short it will make it easier to collect the destinations of students from other sources of public information as long as individuals cannot be identified."

It comes in addition to mandatory requirements for providers to collect data on what happens to learners after they finish courses in individualised learner records (ILR) from 2014/15.

The new bill was introduced to Parliament on Wednesday, June 25, by Business Secretary Dr Vince Cable.

However, the Department for Education (DfE) is handling the destination data element of the bill.

A DfE spokesperson said: "The bill will help us assess how effective education or training is by better understanding the impact of education choices on careers, the relationship between pupil attainment and earnings, and by improving destination data."

A date for the bill's second reading in Parliament is yet to be announced.

Agency loses tolerance on delivery

FE WEEK REPORTER

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A Skills Funding Agency clampdown on under-delivery next academic year has prompted concerns that providers could be hit by growing "financial instability".

The agency is cutting its tolerance of under-delivery, meaning more providers could be hit with an in-year reduction to their allocation.

This academic year, providers who were 15 per cent below their SFA contract target at November 2013 faced an in-year reduction. At February this year the tolerance level was 8 per cent and at May it was 5 per cent.

However, next academic year the levels are falling to 12 per cent, 6 per cent and 3 per cent, respectively.

Both the Association of Colleges (AoC) and the Association of Employment and Learning Providers (AELP) warned against the move.

An AoC spokesperson told FE Week: "Despite rising demands to fund apprentices, adult learners and people who are out of work, the agency has less money available in its budget.

"There's naturally pressure on the agency

to redistribute funds during the year, but there is also a risk that such decreasing of tolerance with regard to in-year reductions will add to financial instability within the sector and institutions."

The levels, which apply to contracts worth more than £10,000, were laid out in the agency's Operational Performance Management Rules 2014 to 2015 published on Wednesday (June 25).

Stewart Segal, AELP chief executive, said: "The current system was developed when there was more flexibility in the Adult Skills Budget. We now have restrictions on the opportunity to vire funds so it is very difficult for providers to manage delivery to four quarterly measurement points as well as managing to a financial year and an contract year.

"The reduction of the thresholds will make this management even more difficult, so the agency has to be very clear as to what the priority delivery programmes are and their decision-making must be more transparent and timely to enable providers to respond to the contract changes.

"We have had several instances where contract increases come far too late to deliver

LAMBETH STRIKE

Continued from front...

assurances to existing staff that they would not be affected by the new contract.

The UCU said, two days after Mr Silverman's message to staff, that it had been consulting members and was therefore ready to negotiate.

The UCU spokesperson said: "We have been trying to resolve this dispute for months. It was a welcome first step, however late, to receive the proposals.

"During the week we have consulted with our members and have now responded. If the principal is prepared to seriously consider UCU's response we can begin negotiations immediately."

Meanwhile, the UCU was on Friday (June 27) due to consider an Association of Colleges pay offer said to be the biggest it had received in five years. It included removing the lowest current pay grade.

Pay for staff on the lowest remaining grade would also increase by 2 per cent to £7.65-an-hour, with all other grades rising by 1 per cent.

See editor's comment on page 6

FE WEEK NEWS IN BRIEF

FE loans top 52,000

Government figures showed that 52,400 FE loans were given out from August to April. The figure was from the Statistical First Release published on June 26.

The Department for Business, Innovation and Skills revealed on the same day that 1,700 FE loan applications were lodged in May for courses this academic year — bringing the total since April last year to 67,620.

There were 1,160 loan applications in the month for next academic year — bringing the total so far for 2014/15 to 1,270.

the increased volume and reductions are made in the following quarter.

"With these reduced thresholds and the new contract management system within the agency, we need a full review of how the system will work in 2014-15.

"We also believe that any system of in-year contract reviews should apply to all providers.

"Providers will have to deliver Trailblazer pilots from within their existing allocations but we hope any changes to volumes will be taken into account in the quarterly reviews.

"Those quarterly reviews must also be open and transparent and must allow providers to make a case for retaining volumes where specific circumstances affect their delivery profile."

An agency spokesperson said: "We are seeing improved performance by providers against contract values, and have therefore adjusted the tolerances to reflect more closely the actual pattern of performance.

"As now, providers will be able to make a case for retaining contract values where they can demonstrate that their profile of delivery will differ from the performance profile."

Potential fraud cases with SFA rocket

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The number of potential fraud cases referred to the Skills Funding Agency (SFA) more than doubled between 2012-13 and 2013-14.

In the SFA's annual report and accounts for 2013-14 (pictured), it said that 108 new "allegations of financial irregularity" were considered, compared to 52 the previous financial year.

The figure for the number of allegations in 2013-14 was 132, but the SFA said 25 allegations related to one case, although it declined to identify the provider.

The report said: "Therefore, the total number of new cases considered during the period was 108.

"There were 40 cases (of which 21 were investigations) brought forward from 2012-13 and a further six allegations brought forward that had not been entered into the vetting and assessment process as at April 1, 2013.

"During 2013-14, 37 investigations were closed and, as at March 31, 2014, there were 18 investigations ongoing and 22 cases at

the vetting and assessment stage."

An SFA spokesperson told FE Week: "We are continually reviewing and strengthening our governance and business processes, particularly in relation to allegations of financial irregularity.

"At the beginning of this year, we changed the way we report on allegations and now also include those that were referred to other agencies."

The report for 2012-13 had said that 41 allegations were brought forward from the previous year and 52 were made to March 2013.

No case was referred to the police in 2012-13, but one case was passed on to officers in 2013-14, although they decided not to take up a criminal investigation, according to the SFA.

An AoC spokesperson said: "The SFA spent more than £4bn in 2012-13 on more than 2,000 organisations via some 40 programmes.

Anti-voc quals favouritism fear

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Official judgement on 2012/13 provision for 16 to 19-year-olds could be weighted against those offering mainly vocational qualifications, the Association of Colleges (AoC) has warned.

The Education Funding Agency said on Friday (June 20) that it would use the minimum standards of 2011/12 for the following academic year.

Its key stage five minimum standards, which take into account 16 to 18-year-olds' performance in A-levels and other level three academic and vocational qualifications, branded school sixth forms or colleges as underperforming if their results showed less than 40 per cent of students achieving an average point score per entry in vocational qualifications of at least 194.

And for academic qualifications it was fewer than 40 per cent of students achieving an average point score per entry of at least 172 points.

Failing to meet the minimum standards in either academic or vocational courses would lead to colleges being given written or verbal notice to improve, and would prompt a visit from the EFA commissioner.

However, the AoC warned colleges offering more vocational qualifications could be more likely to fall foul of the rules.

Joy Mercer, AoC director of education policy, told FE Week: "Although these interim standards remain the same as last year, our original concerns persist.

"For academic qualifications the standards are fixed at an average grade

achievement, which is recognised as low achievement, whereas for many vocational qualifications the average is fixed at merit and in some qualifications a mixture of merit and distinction — this is considered by all to be a good achievement.

"This anomaly could lead to a college which delivers mainly vocational qualifications finding it more of a challenge to be above minimum standards than a school where the main programmes are A-levels."

The agency calculates minimum standards by taking the highest average scores for both academic and vocational qualifications in the bottom 5 per cent of post-16 schools and colleges — the fifth percentile — giving the 194 figure for vocational qualifications and 172 for academic qualifications.

The agency spokesperson said: "By establishing separate measures for performance in academic and vocational qualifications, comparing like with like, we are able to build a clear picture of how institutions are performing in different areas of their level three provision."

Standards for the 2013/14 academic year are due to be agreed in August.

Mrs Mercer added: "AoC agrees there have to be standards that support student success and progression but don't want to see disincentives to offer vocational qualifications and challenging mixed programmes... further work needs to be done before the Department for Education makes its decision on precise measures in the autumn.

"As qualifications for 16 to 18-year-olds change in 2016 we hope minimum standards will reflect the challenges of the new qualifications."



Joy Mercer


"We see SFA's investigation work as being necessary to protect the public purse. The issue here isn't the number of investigations that have been conducted but what the outcomes were."

Stewart Segal, Association of Employment and Learning Providers chief executive, said: "We fully support the zero-tolerance approach to potential fraud taken by the SFA.

"There are very few cases of fraud in the sector and as the annual report says most of the errors found in audits are misapplication of funds or where there is insufficient evidence.

"The error rates of PFA audits are around 1 per cent which shows that providers meet the complex rules of funding and evidence.

"The process for dealing with any funding issues needs to be robust, effective and transparent and it is good news that there are very few cases where there is evidence of fraud."



Upturn on 16 to 18 fortunes

The fortunes of 16 to 18 apprenticeships appear to be changing with the first year-on-year rise for the third quarter (Q3) of the academic year since 2010/11.

The number of under 19 apprenticeship starts for Q3 of the current academic year was 18,400 — the same period last year was 17,300, in 2011/12 it was 21,300 and in 2010/11 it was 24,800, but the year before that it had been 23,700.

The figures from the Statistical First Release, out on Thursday (June 26), were all provisional, but for August to April (quarters one, two and three) they also showed improvement with 95,200 16 to 18 starts this year versus 90,900 in 2012/13 — although in 2011/12 it had been 104,500.

Skills Minister Matthew Hancock told FE Week: "These provisional statistics show this government is supporting young people, with an increase in the number of 16 to 18-year-olds starting apprenticeships."

However, the overall number of apprentices in Q3 fell by 900 on last year's 100,400 and for August to April it was down by 45,600 from 360,200 due to declines in both 19 to 24 and 25+ apprentice starts.

The SFR further revealed there had been 7,400 traineeship start since the programme was launched in August, up until to April.

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NEWS

# Glory beckons in Brazil for WorldSkills UK hopefuls

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England’s hopes for the World Cup glory in Brazil may have been dashed, but the hunt for young people to do the UK proud at WorldSkills in São Paulo next year is well under way.

A WorldSkills UK squad selection event took place in Belfast last week, with 160 young people competing across 37 skills — and *FE Week* went along to find out what it takes to be among the best.

The three days of competition, hosted by Northern Regional College, Belfast Metropolitan College and College of Agriculture, Food and Rural Enterprise, kicked off on Monday, June 23.

As well as technical skill and an ability to cope under pressure, the competitors have to have the potential for development, as getting in to the squad means 11 months of intensive training before the final team to go to Brazil is announced.

“The standard expected at squad selection is a step up from the regional competitions,” said WorldSkills UK stonemasonry training manager Marc Pate, a production manager at Wells Cathedral Stonemasons in Somerset.

“When they get to WorldSkills, it’ll be even higher again, and the marks that win a medal will be in the 95th percentile and above, so they’ve got to be really hitting almost perfection.”

As a former competitor himself, Marc can appreciate what involvement in WorldSkills can do, even for those who do not progress past the squad stage.



Marc Pate, WorldSkills UK stonemasonry training manager

## SECOND CHANCE FOR APPRENTICE CHEF DANNY

Former Westminster Kingsway College apprentice chef Danny Hoang, who works at Watford’s Grove Hotel, reached the selection stage last year, but didn’t get through to the squad.

This year the 20-year-old returned for another go at the cookery/catering challenge in a bid to make the WorldSkillsUK Brazil squad.

“Being here has been good, although it’s tense,” he said.

“The competitions I’ve done regionally seem shorter... this week feels like a marathon rather than a sprint — it’s staying consistently good rather than having a good hour or two.

“To get into the squad would be massive, and the training that comes with it is even bigger because going though the squad process will

“It’s hugely confidence building,” said the former student of Northamptonshire’s Moulton College.

“Both professionally and personally — you’re able to work at great speed, which employers love, and it’s almost a platform for further development because it gives you that feeling of ‘OK, I’ve done this, what can I do next?’”

The competition can have a positive effect on teachers as well, according to WorldSkills UK confectionery training manager Yolande Stanley who also lectures at Westminster Kingsway College.

“It keeps me up to the top of the grade just by watching other people, even watching competitors and what they’re drawing from their mentors – it’s CPD [continuing professional development] on a massive scale,” she said.

It’s the first time squad selection has been held outside of England, and Northern Ireland’s Employment and Learning Minister, Stephen Farry, was in hand to welcome competitors.

He told *FE Week*: “We’re very pleased squad selection is happening in Northern Ireland and we wish competitors every success.

“They’ve been very successful to get to this stage already and not everybody will be chosen to go on to the squad. But for those who will be, we are confident that the UK team will put in a great performance.”

The UK squad for WorldSkills São Paulo, which takes place from August 11 to 15 next year, will be announced on July 7 — so check the *FE Week* website to find out who made the cut.



Danny Hoang

only make me better.”  
He added: “It’s the nearest you can get to being an Olympian without being an athlete.”



TODAY’S BTEC:  
RIGHT FOR  
THE JOB.

ALWAYS LEARNING

PEARSON



FE WEEK COMMENT

Draw the line

It was great to hear the UCU and Lambeth College principal Mark Silverman were set to follow the advice of learners who told *FE Week* they wanted those responsible to sit down and thrash things out. But it took far too long to get that little progress. This is a strike that has been costly to all parties involved. Financially, reputationally and worst of all for the learners. It is just not right that they were without their lecturer for nearly a month. In the coming years college bosses are going to be faced with some very tough decisions in the face of cuts. And while it's hard to imagine any principal relishing the thought of reviewing staff contracts, the wage bill and employment terms are always going to be bones of contention. While further industrial action might therefore seem inevitable, both parties need to draw a line under this particular dispute.

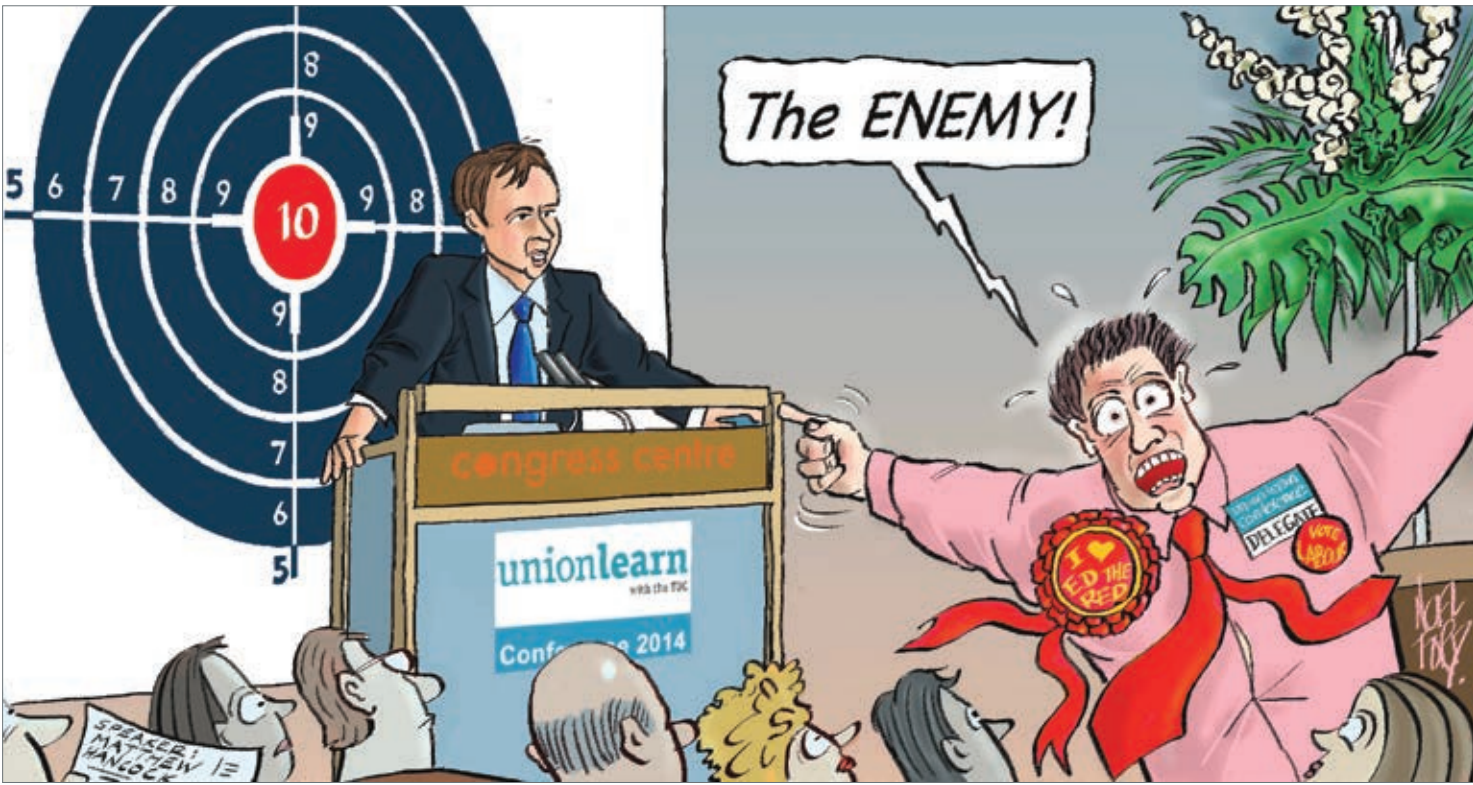
Back soon

The end of June marks the end of the *FE Week* production schedule for 2013/14. We'll be around online keeping you right up-to-date on the sector throughout the holidays, and there may even be a digital, mini paper over the break. So have a great summer, thanks for reading, and see you again in print on September 8.

Chris Henwood  
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TOP UNIONLEARN CONFERENCE TWEETS (#ULCONF14)

- @HarrietEvans  
What a great day with @CathyReadsBooks at the #ulconf14 giving a speech about @Quick\_Reads I was on after a government minister. Yes me
- @Tricia\_CFL  
#ulconf14 Stephen Cavalier, Show Racism Red Card: Don't hear objects to Bulgrn +Rumanian footballers 'coming over here taking our corners'!
- @unionlearn  
@FrancesOGrady never get social mobility unless you have more equal society #ulconf14
- @NCCSkillsExpert  
@matthancockmp great rhetoric at #ulconf14 on English/maths, but how can any of this be done if he doesn't prioritise money to do it?
- @pushpamakwana  
#ulconf14 we need more support for parents with children/adults to get them into workplace



‘Enemy’ minister Hancock hands union £15m

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Skills Minister Matthew Hancock pledged £15m of government support for Unionlearn next academic year having been labelled an “enemy” before he addressed the trade union body’s annual conference. A delegate asked why an MP from “the enemy” had been invited instead of a Labour politician, before Mr Hancock outlined the government’s ongoing support for Unionlearn last Monday (June 23). The learning and skills arm of the Trades Union Congress (TUC) was awarded a Department for Business, Innovation and Skills grant of £18.9m for this academic year — down from £20.2m the previous year. “Despite tight finances that we all recognise, we’re backing your efforts by providing over £15m of funding for Unionlearn — funding that will continue in 2014 to 2015,” said Mr Hancock. “In addition, we’ve also protected the £210m annual Community Learning budget — even though finances remain tight — because we

know the importance of non-formal learning. “You deserve credit for reaching out to disadvantaged workers, people who face some of the biggest barriers to accessing in training and development at work, but who arguably have much to gain from it.” He had also earlier paid tribute to Unionlearn’s network of learning reps. “We want everyone of all ages, especially young people, to benefit from this growth in jobs and opportunities, and that means addressing the urgent need for skills for everyone, adult learners as well as school pupils. I know that we share this goal and we are working together to achieve it,” said Mr Hancock. “We support Unionlearn because you in turn, through 30,000 union learning reps, work to reach deep into the UK workforce to drive up skills.” The conference took place at London’s Congress House. Frances O’Grady, TUC general secretary, was one of the speakers. She said recent months had been “tough” after a one-fifth cut in government funding, but said the “professionalism and commitment” of staff had kept the programme alive.

She said: “This year there have been 34 successful bids for new workplace projects, each one different, each one making a difference, and that’s what our work is all about.” There was also a memorandum of understanding signed during the conference by Unionlearn board chair Dr Mary Bousted and National Extension College (NEC) chief executive Dr Ros Morpeth aimed at making it easier for union members and Union Learning reps to improve skills for work through online and distance learning. The agreement gives UK trade union members a 10 per cent discount on all NEC courses, including GCSE, IGCSE and A-levels. Dr Bousted said: “The flexible provision offered by providers like NEC makes it easier than ever for businesses to fit employee development into the workplace.” Dr Morpeth said: “Our agreement to work more closely with Unionlearn recognises our joint commitment to give more opportunities to learn to people who missed out first time around.”

COMMENTS

**Colleges under fire over Gazelle’s £3.5m**  
I was subject last year to a presentation by new senior managers in a large FE college. They were new to us. They had joined Gazelle. They were upwardly thrusting in terms of business engagement. They started with a MASSIVE image of a cheetah savaging a deer. You need to be fleet of foot, the new SMT told us — that is what this image suggests. This was followed by the new principal/ chief executive telling us all that we should regard her appointment as “Year Zero”. “Christ,” said my colleague (who teaches history & politics) sitting next to me. “This is the imagery of the Third Reich & the metaphors of Pol Pot.” I thought he was being overly political. I was wrong. Further Education

While I share the view that individual colleges need to evaluate the costs and benefits, I am disappointed with the editorial style of *FE Week*. Loaded phrases like “dished out” and “raked in” are more indicative of tabloid journalism. The article seems to suggest both that an evaluation is needed at the same time as casting doubt on the value. They should await results, in any event the evaluation is a matter for each college, certainly not the paper nor ETF/AOC. Why did *FE week* use FOI requests to colleges, too aggressive wouldn’t a polite request have been enough? I am revising my opinion of this paper. GP Ripley

**Loans plan could see full costs hit 19 to 235**  
I wish we would stop describing young people as being failed by the education

system before they reach FE. Schools do some fantastic work. We could learn a lot from them. Debbie Cordwell

**Commissioner points at leadership hitting staff morale**  
Well done Dr Collins for recognising that the ‘command and control’ model adopted by the senior management was hitting staff morale in this case. In fact this is a much wider problem and it is happening at many FE colleges. The quality of senior management at FE colleges, who often have vice principals for every area, is often poor and their recruitment rarely follows the equality and diversity procedures they talk about. FE Lecturer

NEWS

Top SFA job on offer as ex-chief pays staff tribute

FE WEEK REPORTER  
NEWS@FEWEEK.CO.UK

Former Skills Funding Agency boss Kim Thorneywork, who stepped back to concentrate on her fight with breast cancer, has paid tribute to ex-colleagues after it was revealed she would not be returning. Numerous warm comments came from the sector when the mum-of-one, appointed interim chief executive two years ago, was revealed to be taking a career break because of poor health in October. Among them was Skills Minister Matthew Hancock who said: “I hope that we will be able to work together again soon.” However, the post, given on a nine-month contract to former Salford City Council chief executive Barbara Spicer in November, has now been advertised. The move confirms Ms Thorneywork, a chemistry graduate, will not be returning to the SFA — and she had kind words for her old staff. “I have found my time as chief executive very rewarding,” she told *FE Week*. “The new chief executive will inherit a dedicated and talented team of people who care deeply and are committed to the success of the FE and skills sector.” She replaced Geoff Russell at the top of the agency in July 2012, and was this month awarded a CBE in the 2014 Queen’s Birthday



honours list for services to education, learning and skills. Her replacement as the agency’s interim chief executive, Ms Spicer, is a former chief executive of Greater Manchester Police Authority and a member of the UK Commission for Employment and Skills. A spokesperson for the Department for Business, Innovation and Skills (BIS) said: “Barbara Spicer was brought in on an interim contract that is due to come to an end later this summer. Following agreement from Cabinet Office and BIS ministers, the agency is now seeking to appoint a permanent chief executive.” It is not known whether Ms Spicer will be applying for the post. To apply, email [sfa@green-park.co.uk](mailto:sfa@green-park.co.uk) by Monday, July 7, with a CV and covering letter or supporting statement of no more than two sides of A4.

Hub system ‘ready’ to calculate funds

The Skills Funding Agency will be hoping that long-standing problems in developing new funding software are at an end as it prepares to use the new Hub data collection system to calculate provider payments for the first time. The agency’s revamp of its data collections and funding system was due to have been completed 11 months ago. But it has suffered ongoing problems leading to the continued use of the old Online Data Collection (OLDC) as a crutch for its replacement, the Hub, since September. However, the SFA has announced that the Hub will be stepping up to the plate for the R11 data return, due in by July 4, with responsibility for calculations. An agency spokesperson said: “We intend to continue to run the two systems in parallel until we consider it appropriate to formally de-commission the old system.” A spokesperson for the Association of Employment and Learning Providers said: “Providers seem sanguine about dealing with the issue. We hope however that a switch to a single system can be made soon.” An Association of Colleges spokesperson said: “It’s imperative accurate information is on record and a back-up system during this transition period offers some reassurance.”

Cash application form for free school meals

The Education Funding Agency (EFA) has issued a new application form for providers to dish out free school meals cash to needy learners. The government wants disadvantaged 16 to 18-year-olds to be fed by providers — and has earmarked funds to develop kitchen facilities — or through a credit or voucher scheme for outside caterers. However, it conceded in April some learners may have to be given cash in “exceptional circumstances” that it listed at the time — and it also said there may be even more situations where learners were handed money. The EFA’s new document last week was aimed at providers in this latter situation. It lays out how providers, from September, can give out the minimum £2.41 per meal for special, but undefined, reasons. Piran Dhillon, Association of Colleges public affairs officer, said: “The conditions [for cash payments] set by EFA are challenging but allow some flexibility to colleges in how they deliver the meal entitlement.” She added: “We are pleased EFA has taken on board concerns following visits to colleges, which have resulted in some improvements to the scheme.” “This has included a higher cost per meal (£2.41 rather than the £2 suggested initially) and acceptance there needs to be exceptions to the cashless transaction rule.” Paul Warner, Association of Employment and Learning Providers director of employment and skills, said the new guidance reflected how “a great deal of training takes place away from institutions with catering facilities”.



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NEWS

# Ofsted in-depth

In the 10 months since September 1 last year, there have been 183 Ofsted inspections (at the time of going to press on June 26) of general FE colleges, independent learning providers and sixth form colleges.

Each of these have been accounted for here, in this page-and-a-half spread of analysis of inspection results from the education watchdog.

General FE and tertiary colleges	Grade in 2013/14	Inspection date 13/14	Previous grade	Inspection date	+ / -
Hereward College of Further Education	3	17-Sep-13	2	15-Oct-10	-1
Stockport College	4	30-Sep-13	1	10-Mar-08	-3
Great Yarmouth College	2	01-Oct-13	3	12-Mar-12	1
Hereford College of Arts	2	01-Oct-13	3	14-May-12	1
Stratford-upon-Avon College	3	01-Oct-13	3	27-Feb-12	0
Blackpool and the Fylde College	1	07-Oct-13	2	28-Nov-07	1
Chesterfield College	2	07-Oct-13	2	28-Apr-08	0
Central Bedfordshire College	2	14-Oct-13	3	07-Nov-11	1
Northbrook College, Sussex	2	14-Oct-13	3	28-May-12	1
Kidderminster College	3	15-Oct-13	3	14-Nov-11	0
K College	4	04-Nov-13	3	05-Dec-11	-1
South Worcestershire College	2	05-Nov-13	4	23-Oct-12	2
Preston College	2	11-Nov-13	3	06-Jun-11	1
South Essex College of Further and Higher Education	3	11-Nov-13	3	30-Jan-12	0
Canterbury College	3	11-Nov-13	3	30-Jan-12	0
Kensington and Chelsea College	3	12-Nov-13	3	05-Mar-12	0
Bishop Burton College	2	18-Nov-13	2	01-Jun-09	0
Grimsby Institute of Further and Higher Education	2	18-Nov-13	2	26-Nov-07	0
Newcastle-under-Lyme College	2	25-Nov-13	2	29-Oct-07	0
Stephenson College	2	25-Nov-13	3	21-Nov-11	1
Easton & Otley College	2	25-Nov-13	N/A	N/A	N/A
LeSoCo	4	25-Nov-13	N/A	N/A	N/A
Bracknell and Wokingham College	2	26-Nov-13	3	11-Jun-12	1
Stoke-on-Trent College	2	02-Dec-13	3	28-May-12	1
Brooklands College	2	02-Dec-13	3	06-Feb-12	1
York College	1	09-Dec-13	2	28-Jan-08	1
Weston College	1	09-Dec-13	2	28-Jan-08	1
Activate Learning	2	09-Dec-13	2	13-Oct-08	0
Tower Hamlets College	2	09-Dec-13	3	30-Apr-12	1
Dearne Valley College	2	14-Jan-14	3	28-Mar-11	1
Exeter College	1	20-Jan-14	2	10-Mar-08	1
Henley College Coventry	2	20-Jan-14	3	06-Dec-10	1
Sussex Coast College Hastings	2	27-Jan-14	3	21-Jan-13	1
Abingdon and Witney College	2	27-Jan-14	3	07-Feb-11	1
Wakefield College	2	03-Feb-14	2	17-May-10	0
Gateshead College	3	03-Feb-14	3	14-May-12	0
Sparsholt College Hampshire	2	10-Feb-14	2	28-Apr-08	0
St Helens College	2	10-Feb-14	3	07-Feb-11	1
North West Kent College of Technology	2	10-Feb-14	3	22-Nov-10	1
East Durham College	2	24-Feb-14	2	02-Jun-08	0
Milton Keynes College	3	24-Feb-14	3	28-Feb-11	0
Richmond Adult Community College	3	25-Feb-14	1	17-May-10	-2
Chichester College	1	03-Mar-14	2	25-Feb-08	1
Hackney Community College	3	03-Mar-14	2	17-May-10	-1
Wiltshire College	3	03-Mar-14	3	16-Jan-12	0
Berkshire College of Agriculture	3	04-Mar-14	2	16-May-11	-1
Calderdale College	2	10-Mar-14	2	14-Feb-11	0
West Cheshire College	3	10-Mar-14	2	19-Apr-10	-1
The College of Haringey, Enfield and North East London	2	10-Mar-14	3	17 Jan 201	1
West Thames College	2	10-Mar-14	3	22-Nov-10	1
Bedford College	2	17-Mar-14	1	24-Nov-08	-1
Colchester Institute	3	24-Mar-14	2	06-Jun-11	-1
Stanmore College	3	24-Mar-14	2	06-Dec-10	-1
Stockton Riverside College	2	28-Apr-14	3	12-Nov-12	1
Worcester College of Technology	2	28-Apr-14	3	11-Jun-12	1
Croydon College	2	28-Apr-14	3	10-Dec-12	1
Sussex Downs College	2	28-Apr-14	3	12-Nov-12	1
The City of Liverpool College	3	28-Apr-14	4	04-Feb-13	1
North Lindsey College	2	12-May-14	1	27-Sep-10	-1
Sandwell College	2	12-May-14	3	28-Mar-11	1
The Manchester College	2	12-May-14	3	16-May-11	1
Ealing, Hammersmith and West London College	3	12-May-14	3	10-Jan-11	0
Derby College	3	12-May-14	3	26-Mar-12	0
Richmond-upon-Thames College	3	12-May-14	3	10-Dec-12	0
New College Nottingham	3	12-May-14	3	21-Jan-13	0
City of Bristol College	3	12-May-14	4	18-Feb-13	1
Carshalton College	2	19-May-14	3	28-Feb-11	1
Norton Radstock College	4	13-May-14	3	15-Mar-14	-1
Hartlepool College of Further Education	2	28-Apr-14	3	25-Feb-13	1

Analysis of Ofsted grades from current and previous inspections has proved very popular, writes Shane Mann.

Overall, greater percentages of general FE (GFE) colleges, independent learning providers and sixth form colleges saw their grades improve than last year (1). However, there were also greater percentages of sixth form colleges and ILPs to have seen grades get worse than last year (2).

\*The number of total inspections refers all reports published by Ofsted between the dates specified. However, the pie charts and tables only include institutions to have previously been inspected.

### General FE college sector

69\*

TOTAL INSPECTIONS

51%  
Grade improved

34

21

31%  
Grade stayed the same

12

18%  
Grade got worse

	NOW		BEFORE	
Grade 1	5	8%	4	6%
Grade 2	37	56%	20	31%
Grade 3	21	32%	37	58%
Grade 4	3	5%	3	5%
	66		64	
	2013/14		2012/13	
Improved (1)	34	51%	34	44%
Stayed same	21	31%	25	32%
Got worse	12	18%	18	23%
Total inspections	67		77	

### Independent learning providers

83\*

TOTAL INSPECTIONS

36%  
Grade improved

26

28

39%  
Grade stayed the same

18

25%  
Grade got worse

	NOW		BEFORE	
Grade 1	2	2%	5	7%
Grade 2	53	64%	31	43%
Grade 3	24	29%	34	47%
Grade 4	4	5%	2	3%
	83		72	
	2013/14		2012/13	
Improved (1)	26	36%	39	32%
Stayed same	28	39%	63	52%
Got worse (2)	18	25%	20	16%
Total inspections	72		122	

### Sixth form college sector

31\*

TOTAL INSPECTIONS

43%  
Grade improved

13

11

37%  
Grade stayed the same

6

20%  
Grade got worse

	NOW		BEFORE	
Grade 1	2	6%	3	10%
Grade 2	19	61%	10	33%
Grade 3	9	29%	16	53%
Grade 4	1	3%	1	3%
	31		30	
	2013/14		2012/13	
Improved (1)	13	43%	12	40%
Stayed same	11	37%	13	43%
Got worse (2)	6	20%	5	17%
Total inspections	30		30	

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I definitely have favourites, but that's definitely to be kept to myself

# KEEPING SECRETS ON STATE SECRETARIES

@FCDWHITTAKER  
FREDDIE.WHITTAKER@FEWEEK.CO.UK

A veteran of the skills sector, Dr Sue Pember has worked under eight Secretaries of State, from David Blunkett to Dr Vince Cable.

But despite having left her government job for a life of freelance consultancy work earlier this year, the 59-year-old mother-of-one still won't say who was her favourite boss.

"I definitely have favourites, but that's definitely to be kept to myself", says Pember.

Pember was born in Pontypridd, South Wales, and after what she describes as a "very good" childhood, she turned to teaching, a path which had been set out for her at an early age.

"When I was in the primary school I was very keen on swimming and they knew this," she says, "so we had to write an essay on what we wanted to be when we grew up.

"My essay was really quite simple. I wanted to be a competitive swimmer, and to sponsor myself to do the swimming, I wanted to be a hairdresser. A week after writing the essay, I was told I had to go to the headmaster's study because he had said my ambition wasn't great enough and I had to write the essay again.

"I suppose, coming from a working class

background, you don't get many role models of different types of job. I didn't want to be a doctor, so what do you say? I thought saying I wanted to be a teacher would pacify him, so I wrote the essay saying I wanted to be a teacher. I did pacify him, and that's when I decided it was the easiest thing to do."

Originally enrolled at Glamorgan College of Education on Barry Island for a certificate of education, Pember was guided by the "progressive" college towards the degree route, which was to become the norm in the changing world of teaching.

She says: "When we were there the law changed about teacher status and they made it very clear to us at the time we left that it would be a degree profession. So we stayed on an extra year to do the degree, and that's how I did it.

"I think it was a very progressive teacher training course. It talked about marketing, it talked about ensuring parents were happy. It talked about your own ambitions, like if you wanted to be a head teacher you had to move jobs every three years, it was actually very ambitious about the students."

Emerging with a Bachelor of Education degree issued by the University of Wales, and having specialised in textiles and geography, Pember felt Wales did not have what she was looking for, but Redbridge Technical College did in the form of a textiles lecturer job.



"I hadn't seen myself teaching in FE," says Pember, "but mainly because I didn't know much about it.

"If I had known about FE, I think I would have done my A-levels in it, because it turns out one of my friends from grammar school did and did it part time and was able to work. If I had realised that, that would probably have been my route.

She adds: "The move to London didn't faze me, although my students of the day were more street-savvy than me, and would get nervous for me going out at night.

"My 16-year-old students were more

nervous for me than for themselves. But I already had a friend working up here, it didn't seem strange. Also, my nana, before the First World War when she was young, she moved to London to play the piano in Oxford Street at Woolworths.

When somebody wanted some music, they didn't know what it sounded like so she actually demonstrated it in the shop."

Pember worked at Redbridge from 1977 until 1983, when she became deputy head and lecturer at Southgate College in North London.

Three years later, after steering a pilot scheme aimed at connecting colleges with industry, she moved into her first policy role at local authority level.

"A bit of me was sad about leaving the students," she says, "but it was still related to making things better for them. When I was growing up my Saturday jobs and holiday jobs were in factories in South Wales.

"But when I started teaching textiles, there was a discord between what gets taught and what I could see operating in a factor. Simple things like the way a zip was put in. That was my first feeling that we could do better."

Pember's senior role in the education department at the London Borough of Enfield lasted from 1986 to 1991, when the incorporation of colleges beckoned her to a new kind of role at Canterbury College. She

remained there as principal for nine years.

In 2000, Pember took her first government job when she was recruited to implement David Blunkett's Skills 4 Life initiative, one she is particularly proud of, but to this day Pember remains adamant she had never wanted to be a civil servant.

She says: "I came in to government for a very specific role. It would only have been that role which would have attracted me out of a college. I came to lead a national initiative which was really quite important.

"Every three or four years we did a baseline survey, and the one that was completed in 2011/12 demonstrated that something like 10m people had improved their literacy up to level two. That was a huge achievement, however, the pipeline never stopped and there were still more people to help and that's why this government has such a focus on literacy and numeracy now."

In 2004, Pember conducted the then-Labour government's first review of apprenticeships, which led to a change in policy direction.

She says: "From that review, which I'm quite proud of, that then incentivised government to put more money into it. It was a springboard to where we are with apprenticeships now. We made it clear that there was a case for investment and it's worked.

"If you look back at the results in 2003,

✓

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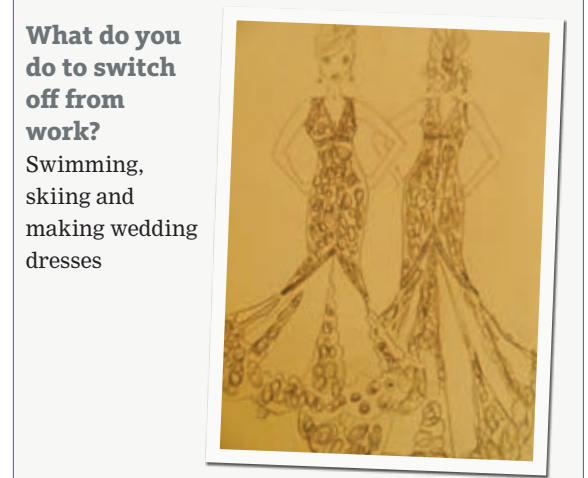
## It's a personal thing

**What's your favourite book?**  
Two poems by Dylan Thomas — Do Not Go Gentle Into That Good Night and A Child's Christmas In Wales

**What did you want to be when you were growing up?**  
When I was nine I wanted be a competitive swimmer and to support my training costs by being a hairdresser

**If you could have anyone to a dinner party, living or dead, who would it be?**  
Emmeline Pankhurst [suffragette], Lloyd George and or Nye Bevan because my grandmother thought they were great, Will.I.Am because I am interested in his work with young people and Chris Bonington [British mountaineer] because he has an interesting take on leadership

**What's your pet hate?**  
Automated phone systems



A sketch of a wedding dress made by Pember

Pember and her husband in Zermatt, in Switzerland



With a cousin outside number 10



EXPERTS



SECRET PRINCIPAL

The principal of a large and well-established FE college writes about life at the top — the worries, the hopes, the people and the issues they have to deal with every day.

**Time to budget**

Further education is a funny place to be at the best of times, but this time of year it’s always testing and leaves most principals mentally exhausted, not to mention bereft of humour. The budget of course and, sadly, the more-often-than-not resulting cost savings that prove necessary along with the dreaded reorganisation and redundancies.

There has been much said and written of late about the fate of colleges up and down the land slipping from lofty heights either because the finances have gone to pot or Ofsted grades have worsened — and in some isolated cases both.

Indeed even the mighty 157 Group has had its casualties. So when last week I received, as all principals and chairs of governors did, a letter from FE Commissioner Dr David Collins, it read as a gloomy reminder of what can and is happening to colleges.

Let’s face it, it’s a tough and often lonely job being a principal — constantly being reminded of what fate lays in store for you should you fall from grace.

**Loans opportunity**

The current adult funding regime and methodology has been geared to save the government money, of course, however the introduction of 24+ advanced learning loans is in my view an opportunity for most colleges to increase income to offset the decrease in adult funding.


There is a downside however, and the process and, critically, the time it takes for the decision on the loan is not always as smooth and quick as it should be.

What’s clear is that loans are the shape of the future for most adult funding and I suspect the gap that currently exists for 19 to 24-year-olds will soon be plugged.

I like the loans system — it puts the emphasis on the college to be more competitive and customer-focused, which can’t be a bad thing in my view.

**Gazelle**

The recent *FE Week* article on Gazelle got me thinking. While almost without exception most principals aspire to create a culture and ethos of entrepreneurship for students and indeed the college itself, does it really require



STELLA MBUBAEGBU

Chair of the Gazelle Colleges Group and principal of Highbury College, Portsmouth

## Six ‘impacts and benefits’ of Gazelle

More than £3.5m of public money was paid out by 23 principals to Gazelle group of colleges, *FE Week* revealed in edition 107, where it was also highlighted that the highest-paying individual college dished out £642,000. The editor’s comment went on to question the wisdom of such spending in light of the fact no independent research had been published looking at what, if any, benefits that membership of Gazelle brings. Stella Mbubaegbu CBE responds on behalf of Gazelle.

We are taking this opportunity to set out in some detail what we believe Gazelle delivers and why colleges have chosen to align themselves with the common goal of developing an entrepreneurial and enterprising culture and practice.

The Gazelle Colleges Group is a not-for-profit membership group, and I am writing in the capacity of elected chair. We are a democratic group where both the leadership and spend are collectively debated and determined.

Here we seek to set out the facts as they stand on investment within the group. Above all we want to be clear about the aims and objectives of Gazelle — and essentially it is to help colleges create more vibrant learning environments and experiences for students, and to prepare for a challenging financial future where enterprise and new revenue growth will be necessary to help compensate for loss of public funding.

## The Gazelle impact has been real for our colleges

The primary impacts and benefits of Gazelle are the sharing of knowledge, enterprise competitions, leadership development, entrepreneur network, curriculum development and commerciality.

So firstly, knowledge sharing and the organised and coordinated sharing of innovation, training and research across 23 colleges. We have six cross-college working groups in areas ranging from curriculum development to commercial growth, teaching and learning, marketing and student experience and science, technology, engineering and maths (Stem).

This shared activity is producing major benefits, including a model for Gazelle Stem centres, pioneered by South West College, now adopted by two additional Gazelle colleges with more to follow.



KATHRYN RUDD

Principal of National Star College and chair of the Association of Specialist Colleges

## Aiming to beat the ‘post code lottery’ on learning disability

The funding system for young people with learning disabilities changed a year ago, leaving “post code lottery” in its wake. Kathryn Rudd outlines how this has led to a campaign called A Right not a Fight.

A parent of a young person studying at the National Star College summed up the issue in one line when she said: “Young people affected by disability have the same right to choose the learning environment they need and deserve, exactly as those without a disability do.”

This is the central crux of A Right not a Fight, a campaign established by students studying at specialist colleges across the UK and supported by Natspec (The Association of Specialist Colleges). Students believe that gaining access to a specialist college should

be a right, not a privilege accorded to those who are able to stand up to the system and fight for a place.

A student said: “If my special needs can be met better in a specialist college, I shouldn’t have to settle for a non-specialist college locally.”

This isn’t a criticism of mainstream colleges, which suit huge numbers of young people with additional needs, but a simple statement about being able to make an informed choice about their own future.

A year ago the funding system changed. Instead of a central pot of funding allocated for young people with complex needs, the money has been devolved to individual local authorities (LAs). This has led to a postcode lottery of funding based on geography, rather than need.

Some LAs have blanket policies about not



MARK CORNEY

Policy consultant

## Looking deeper at the ‘earn or learn’ policy debate

With the Tories and Labour coming up with strategies to help young people off JobSeekers’ Allowance and into a job or back to the classroom, Mark Corney assesses the importance and implications of such policies.

The Conservatives and Labour are squabbling over who came up with an 18 to 21 ‘earn or learn’ strategy first.

Political squabbling aside, FE needs to become familiar with the 18 to 21 age range, and fast.

The focus on the age of 18 is explained by the fact the Coalition has decided to take forward Labour’s policy of raising the participation age to the 18th birthday from September next year.

The 18th birthday is when the duty to participate ceases but the current right to

claim Jobseekers’ Allowance (JSA) begins.

The rationale for concentrating on adults until their 22nd birthday, however, is more complex to explain.

‘Earn or learn’ strategies are based on increasing the number of young people in full-time education or in jobs, preferably combined with apprenticeships or part-time FE and higher education.

The read across between full-time education and employment relates to what young people live off — in full-time education and training they receive maintenance allowances and in work they receive wages.

Obviously, it is easier to ensure that every 18 to 21-year-old rather than every 18 to 24-year-old is ‘earning or learning’ because the age group is smaller.

Equally, the cost of funding provision and maintenance will be lower — an important

funding placements out of county, others have said they consider the specialist colleges in their county as out-of-county providers simply because they are not maintained by the LA, while a few are duplicating existing high quality provision as close as 10 miles away from existing high quality specialist colleges.

The National Audit office says that the benefits of specialist support can save £1m over a young person’s lifetime.

One LA recently commissioned a place at a general FE college which was £10,000 cheaper than a place at a specialist college. But the specialist college costings were for 24/7 residential education and personal care for 36 weeks a-year.

The GFE college option was a day placement. It did not include all the support requirements stated in the young person’s learning difficulty assessment. Those costs would still need to be borne by the LA, from another pot. However, the LA did not recognise the additional costs as different departments only looked at the costs from their own budget.

Young people and their families are desperately hoping that when the Children and Families Act becomes law in September 2014, it will redress the balance and make sure that the views and wishes of young people and their families are finally heard — but so far the signs are not promising.

Our students are calling on the government to ensure they gain good information, that their wishes are at the heart of planning and that they are not, in the words of a parent “prisoners in their own county”.

This month, scores of young people and their supporters including MPs and peers came together to launch A Right not a Fight. The students set up a support wall so that they could say what specialist colleges meant to them. One student wrote: “It’s a chance to be the person you’ve always wanted to be in your life”.

fact given the deficit remains greater than the combined Department for Education/ Department for Business, Innovation and Skills budget.

Crucially, however, policymakers have a good base to introduce an ‘earn or learn’ strategy for 18 to 21-year-olds because 40 per cent are in full-time education compared to only 10 per cent of 22 to 24-year-olds.

Participation in full-time FE is less than 230,000 — with half of them aged 18 — because there is no maintenance support.

Participation in full-time higher education, meanwhile, is around 950,000 because maintenance loans and grants do exist and this despite loans of up to £9,000.

Importantly, about 80 per cent of full-time students in higher education are aged 18 to 21. The decision to remove the cap on student numbers in full-time higher education in 2015/16 is integral to the Coalition’s 18 to 21 ‘earn or learn’ strategy.

Alongside this measure to increase participation in full-time education by 18 to 21-year-olds above 40 per cent, the Coalition is implementing policies to increase the number in employment — but not studying full-time — beyond 37 per cent.

Expanding apprenticeships from the age of 18 should be seen as part of the ‘earning’ part of ‘earn or learn’.

Yet, there is a clear clash between expanding apprenticeships as part of an 18 to 21 ‘earn or learn’ strategy and expecting employers to make significant mandatory cash contributions to 19+ apprenticeships.

This leaves 18 to 21-year-olds who are

unemployed. Even though 200,000 claim JSA worth £57.35 per week there are a further 100,000 who are looking for work, but not eligible for the dole.

By the time of the general election, the Coalition is bound to join Labour in focussing on 18 to 21-year-olds without a level threee.

And the reason will be simple enough — abolition of JSA, and in return for undertaking full-time training of up to 12 months, 18 to 21-year-olds will receive a Youth Allowance.

Clearly, the Coalition parties must consider whether unemployed 18 to 21-year-olds on the Youth Allowance should be expected to take out fee-loans for level two and level three courses given the consultation from the Department for Business, Innovation and Skills consultation to extend loans to all adults.

Similarly, Labour should rethink its policy on means-testing the 18 to 21 Youth Allowance of £57.35 per week.

The party is reading across from maintenance grants paid to full-time higher education students and JSA grants paid to unemployed young people.

Since full-time higher education students living at home with parents earning more than £42,000 receive no grant and 18 to 21-year-olds on full-time training courses would receive no Youth Allowance.

What should be remembered is that every full-time higher education student living at home irrespective of parental income is entitled to a maintenance loan of £2,800 per year or £54 per week.



# CAMPUS ROUND-UP

## Performing arts student is back in classroom on TV show Waterloo Road

Having finished his college studies, 18-year-old level three performing arts student Armin Karimaghahi went straight back to the classroom with a lead role in the BBC's education drama series Waterloo Road, writes Paul Offord.



Daisy Haggard and Armin Karimaghahi appear in BBC short film Tag

No sooner had Armin Karimaghahi completed his course at City and Islington College than he was back in the classroom — but this time putting his level three performing arts studies to professional use.

The 18-year-old travelled to Greenock, near Glasgow, to play a lead role in the BBC's Waterloo Road just a week after finishing his course.

Armin, who had already appeared in a BBC short film, will appear in the final series of comprehensive school-based TV drama set to be screened next year, with filming up until mid-August. He will play new pupil Abdul Bukhari.

"I never expected it would happen so quickly. I was in college when I got the phone call to confirm I'd passed the audition and everyone was really pleased for me," he told *FE Week*.

Armin began his course in September 2012 and is due to graduate next month.

He was allowed to complete his coursework early and appeared in his

He played a pupil who helps the female teacher, played by established actress Daisy Haggard, to eventually tag the male teacher, played by experienced actor Andrew Brooke.

The film was released in February and can still be downloaded through the BBC iPlayer.

Armin said: "It was my first proper acting job and I was really happy with how it turned out."

"Andrew Brooke told me afterwards that I was really calm on set considering my lack of experience and acted well, which gave me a lot of confidence."

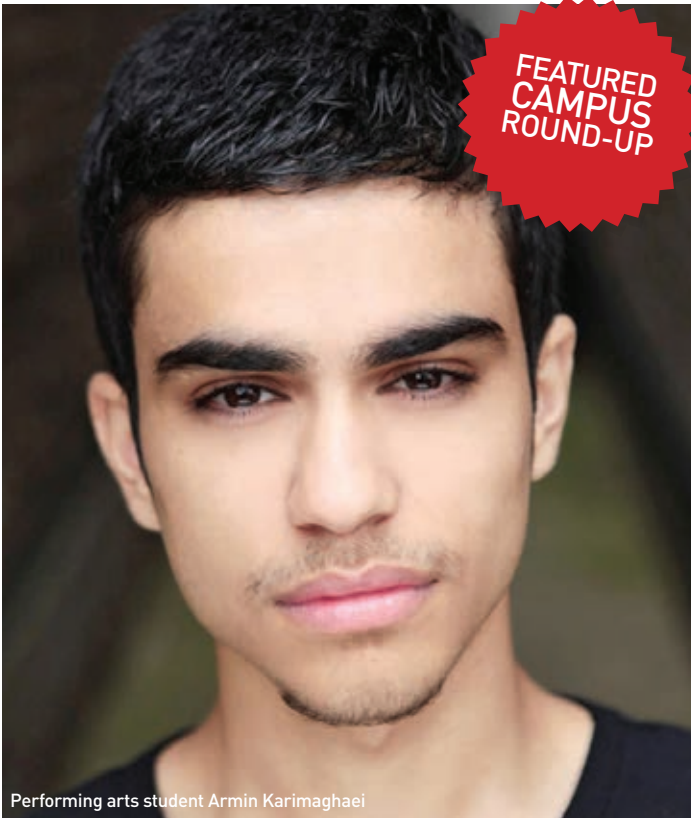
Armin said he was enjoying working with established actors in Waterloo Road, including Angus Deayton who plays deputy head teacher George Windsor, Melanie Hill, who plays dinner lady Maggie Budgen, and Neil Pearson, who plays the new head teacher Vaughn Fitzgerald.

He said: "I know that I'm quite new to all this, so I like to watch and learn from people who are more experienced."

"I'm also having a lot of fun filming and sharing a flat with a lot of the younger actors who play the pupils."

"I sort of expected the actors to be the same as their characters, but it's really not the case."

"For example Joe Slater plays a shy



Performing arts student Armin Karimaghahi

pupil called Lenny Brown, but he is really loud and in-your-face in real life. My character Abdul is pretty easy-going pupil and liked by his teachers."

### DO YOU WANT TO BE IN CAMPUS ROUND-UP?

Send your stories with pictures to [campus@feweek.co.uk](mailto:campus@feweek.co.uk) including names, ages and course details of students where applicable

FEATURED  
CAMPUS  
ROUND-UP

The  
Education  
& Training  
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## & MOVERS SHAKERS

Your weekly guide to who's new and who's leaving

The Manchester College's Jack Carney has announced he will be retiring after 35 years at the college — having spent the last two as principal.

Mr Carney's tenure at the top has seen the 26,000-learner college move from an Ofsted grade three to two, but he plans to retire during the next academic year.

"It's the right time for me personally and importantly it's the right time for the college too," he said.

"It's time for someone new to take the college to the next level."

"I'll be working closely with colleagues and partner organisations over the next few months to put us in a great position for the future."

Governors' chair Sue Murphy said: "I would like to extend my sincere thanks to Jack for his service to The Manchester College over many years."

"He has worked tirelessly to raise aspirations, improve lives and support learners from all backgrounds to achieve,

including those from some of the most disadvantaged neighbourhoods in Manchester."

The college is now searching for a new principal.

Chelmsford College principal David Law is also due to retire at the end of the academic year, with Andy Sparks, head of FE at Essex's Writtle College, replacing him.

Mr Law, who has been at the college for 18 years, and principal for 13, said: "After 13 years I think I deserve it. I'm feeling quite excited about retiring — I'm looking forward to doing other things."

He added: "I will be very sad to leave, I love the place, but I think there's a time that's right for everybody."

Mr Sparks began his career as an auto electrician before moving into teaching at Easton and Otley College, Suffolk, 20 years ago.

After a decade of teaching he moved into senior management as head of technology, and then as director of business services,



Jack Carney

before moving to his current position at Writtle College in 2009.

He said: "I'm enthusiastic about my first principalship. It will be a challenge but I'm ready to make that step up and it'll be good to get my feet under the table and we'll see what we can build at Chelmsford."

Mr Sparks will take over the college from August 26.

Janice McClane, Chelmsford corporation chair, said: "Andy comes with a range of qualifications and experience which we feel will continue to build on the successes and achievements of our retiring principal David Law and lead to improved outcomes for all our learners. We look forward to welcoming Andy."



David Law



Andy Sparks

If you want to let us know of any new faces at the top of your college, training provider or awarding organisation please let us know by emailing [news@feweek.co.uk](mailto:news@feweek.co.uk)

FE WEEK & ME

PHOTOGRAPHY COMPETITION

2014



WWW.FEWEEK.CO.UK

IN PARTNERSHIP WITH





INFO

Our annual *FE Week and Me* photography competition will once again run at the start of the next academic year.

*FE Week* have teamed up with NCFE and the Royal Photographic Society in the hunt for stunning pictures that depict student life in the further education and skills sector, through the eyes of students.

This year there are two levels of entry: photography student and non-photography student. Entrants will be in with a chance of winning some stunning prizes and the chance to shadow a high-profile professional photographer.

The competition is open to anyone studying within the further education and skills sector.

Our readers will vote for the winner, which will be announced in November.

Register your interest now in order to receive promotional material for your organisation.

EMAIL [FEWEEKANDME@FEWEEK.CO.UK](mailto:FEWEEKANDME@FEWEEK.CO.UK) TO RECEIVE FURTHER INFORMATION



The solution to FELTAG recommendations becoming policy

The Skills Network has developed an award winning online learning platform, perfect for the sector to respond appropriately to FELTAG recommendations.

Boasting interactive and engaging content for students, EQUAL features an end-to-end learner management system which supports internal delivery and integrates into any system.

All fully online, our portfolio includes;

- Learning content to support BTEC units
- Functional skills
- Full qualifications at levels 1, 2 and 3
- Technical certificates to support Apprenticeships
- Learning modules for personal, social and employability skills.





**EQUAL - Interactive** Learning Resources

- Engaging and exciting video content
- Accessible on all platforms
- Easy to use layouts
- Games and quizzes developed to encourage learning
- Integrated assessment questions
- Virtual tutors offering hints and tips throughout

**EQUAL - Learner** Management System

- End-to-end management of learner progression
- Bespoke reporting
- Integrate with current MIS systems
- Personalised tutor dashboards
- Submissions sent and marked online.



Try out our learning content at [www.theskillsnetwork.com/FEweek](http://www.theskillsnetwork.com/FEweek)

For a discussion or to book your demonstration email [equal@theskillsnetwork.com](mailto:equal@theskillsnetwork.com) or call 01757 606 644.



JOBS

NATIONAL MANAGER – BUSINESS DEVELOPMENT & CUSTOMER SUPPORT

Salary £36,948 - £41,496

The Scottish Qualifications Authority (SQA) is at the heart of Scotland’s world-class education and training system; supporting the development of qualifications and skills. Our success is built on the commitment of our staff.

SQA is recruiting a National Manager to play a lead role in managing, developing and motivating a team of field based sales staff to achieve growth in uptake of products and services and to deliver the highest level of customer service.

You will manage key national accounts and contribute to the development of events, stakeholder engagement and workshops. You will also develop strategies, success measures and performance reporting systems to track progress against targets and prepare reports for senior management.

You should be educated to Degree Level, or be able to demonstrate direct relevant experience for this role. Experience of managing a field based sales team is a key requirement and knowledge of the Education sector and bid management processes is desirable. Extensive travel throughout the UK is a requirement of the role so a full UK driving licence is mandatory.

This post is being offered on a permanent basis and is home based covering England, Wales, Northern Ireland & Ireland. Preferred location of candidate is in England with access to good transport links.

We offer the following benefits: Final salary pension scheme; car allowance; staff well-being and health assistance programmes; development opportunities and 27 days annual leave in addition to 14 days public holiday.

For full details, an application pack and further qualification equivalents of SCQF levels please visit our website at [www.sqa.org.uk/careers](http://www.sqa.org.uk/careers). Alternatively write to our Human Resources Department, SQA, Optima Building, 58 Robertson Street, Glasgow G2 8DQ.

**Remember to quote Ref 061.14 in all correspondence.**

**The closing date for this post is 14 July 2014.**

SQA have a Gaelic Language Plan and are committed to its purpose.

Tha Plana Gàidhlig aig SQA agus tha sinn a’ creidsinn gu dùrachdach agus na h-amasan a tha air cur a-mach sa Phlana Nàiseanta don Ghàidhlig.

We are an Equal Opportunities employer and encourage applications from all members of the community. We are committed to the Two Tick Initiative and offer a guaranteed interview to any applicant who considers themselves to be disabled and who meets the competency requirements for the post.

an equal opportunities employer

POSITIVE ABOUT DISABLED PEOPLE

SQA welcomes applications from every section of the community.

Protocol

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Protocol helps over 11,000 professionals find work in Further Education each year.

Our Interim Management service consistently places professionals, who are high quality, highly skilled and affordable experts from the FE sector.

Demand for our interim managers is increasing and as a result we are looking to engage with more interims.

Key areas we want to expand are:

- Curriculum
- Quality
- MIS
- Finance
- Learner Services
- Employer Engagement

If you have the right management experience and are looking for a new challenge then we’d love to hear from you.

Speak to us today - contact the interim team on t: 0115 911 1268 or e: [interims@protocol.co.uk](mailto:interims@protocol.co.uk)

Incorporating ABC awards

QUALIFICATIONS AND ASSESSMENT DEVELOPMENT MANAGERS

SALARY: £30K - £35K PA

LOCATION: NOTTINGHAM (according to experience)

ABC Awards, which is part of the EMFEC Group, is recruiting for Qualifications and Assessment Development Managers to grow our Nottingham based team.

Key responsibilities will include managing the review and development of a portfolio of qualifications and supporting materials. Working with stakeholders and consultants to manage the lifecycle of development projects as well as proposing and developing assessment strategies including e-enabled systems, keeping to Ofqual requirements.

For this exciting and challenging role we are looking for individuals that have experience of different types of assessment methods and practices used within the 14-19 and 19+ education sectors, as well

as excellent communication skills and a high level of attention to detail.

If you are interested in working for an organisation where you can directly contribute to its continued success please visit EMFEC or ABC Awards or contact **Tracy Roser** on **0115 8541628** for further details.

Closing date: **12 noon on Thursday 10 July 2014**  
Interviews: **Thursday 24 July 2014** at Robins Wood House, Robins Wood Road, Aspley, Nottingham, NG8 3NH

*EMFEC is committed to equality, diversity and inclusion. We do not accept late applications. No agencies please.*

FE Week

TO ADVERTISE WITH US CALL HANNAH SMITH ON 020 81234 778

HEAD OF SCHOOL – FOUNDATION STUDIES

£42,000 - £46,000 P.A.

CLOSING DATE: 12 NOON, 9 JULY 2014

As Head of School you will be responsible for providing inspirational leadership and ensure an innovative and varied programme for a wide range of learners.

For further information and to apply, please visit:

[www.racc.ac.uk/jobs](http://www.racc.ac.uk/jobs)

PROGRAMME AREA MANAGER IN HAIRDRESSING & BEAUTY THERAPY

Job Ref: MS 747

Salary £31,870 - £37,165

37 hours per week

As we prepare for an exciting £1.5million salon refurbishment, we are also seeking to recruit an innovative and highly motivated individual to develop their management career within the FE sector. This post offers the opportunity to lead and manage a well-established and supportive team which is dedicated to providing excellent educational and vocational opportunities, and to take the lead in maximising the impact of brand new state of the art facilities due to open in 2015.

Lancaster & Morecambe College was graded a Good College by Ofsted in January 2013. We are situated in an attractive greenfield site, a few minutes away from the shores of Morecambe Bay and within easy reach of the historic city centre of Lancaster, several Areas of Outstanding Natural Beauty and the Lake District National Park.

For full details including how to apply, please visit our website [www.lmc.ac.uk](http://www.lmc.ac.uk)

Closing date: Friday 11th July 2014

Interview Date: Wednesday 30th July 2014

Contact information:

Email: [jobs@lmc.ac.uk](mailto:jobs@lmc.ac.uk)

Phone: 01524 521507

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RECRUITING NOW

A RANGE OF OPPORTUNITIES AT A BRAND NEW 16-19 SCHOOL IN EAST LONDON FOR EXCELLENCE IN CREATIVE AND MEDIA COURSES

FASHION

DRAMA

ARTS

Opening in September 2014 the Dv8 Academy is a brand new 16-19 centre for excellence in the creative industries, where vocational education, wellbeing and enterprise are at the heart of the curriculum. Our mission is to improve the lives of young people through high quality training and creative industry experiences.

WWW.DV8ACADEMY.COM/JOBS

We are now recruiting for managers, teachers and business support staff, with a variety of full and part time positions all listed on our website. If you want to be part of the DV8 Academy and re-imagine education please go to [www.dv8academy.com/jobs](http://www.dv8academy.com/jobs). The closing date for all application is Friday 18th July.

Excellent opportunity to be part of a successful college...

Havering College of Further and Higher Education is an innovative and successful community based College, operating across three main sites on the borders of Essex and East London. With an income of £33 million, we offer a broad curriculum to around 10,000 students across a range of vocational areas and we are one of London's largest providers of Higher Education within the FE sector.

**Curriculum Manager - Maths** Ref: CMM/AS

36 hours per week, 52 weeks per year

£37,940 - £42,460 depending on qualifications and experience

A Curriculum Manager is required to manage GCSE and pre-GCSE Maths programmes and Level 3 Maths programmes. You will hold a relevant first degree, and have teaching and course administration experience plus an aptitude to motivate and supervise others.

You will be able to demonstrate excellent communication skills, be highly organised and have an ability to think creatively.

You will need to be a motivated and organised individual, with a recognised teaching qualification, who will help move the section to 'Outstanding'. You will be responsible for the Success, Retention and Achievement of all courses within the section and therefore will need a keen focus on Teaching, Learning and Assessment as well as ensuring a quality student experience.

Working with the Head of School, you will provide management to the area and will be required to manage and develop the course offer. Applicants must have the ability to manage and inspire staff and be able to ensure students can reach their full potential.

For more information see our website [www.havering-college.ac.uk](http://www.havering-college.ac.uk) or e-mail [hr@havering-college.ac.uk](mailto:hr@havering-college.ac.uk) or call Tel: 01708 462854.

Unfortunately, CVs alone will not be accepted as a formal application for this post.

Closing date: 11 July 2014

The College is an equal opportunities employer and positively encourages applications from suitably qualified and eligible candidates regardless of sex, race, disability, age, sexual orientation, gender reassignment, religion or belief, marital status, or pregnancy and maternity.

The successful applicant will be required to obtain a satisfactory Enhanced Disclosure and Barring Service check before taking up this post.

[www.havering-college.ac.uk](http://www.havering-college.ac.uk)

DERWENTSIDE

COLLEGE

PERSONNEL MANAGER

Salary £42,744 - £51,015 per annum

Derwentside College is successfully undertaking a journey of transition and innovation. We are an ambitious organisation, dedicated to meeting the educational and training needs of the individuals, communities and businesses we serve. Working in collaboration with a number of strategic partners, we are a significant provider of work-based vocational training across the North East region.

The College is seeking to appoint an experienced and professionally qualified Personnel Manager to contribute to the achievement of its aims at both a strategic and an operational level. Working closely with the Senior Management Team, the person appointed will provide wide-ranging employment-related advice – ensuring that excellent professional guidance and support is available to managers and employees on all aspects of employment legislation, statutory processes, policy, procedures, recruitment, terms and conditions of service and employee benefits.

Excellent leadership and management skills are essential for this post. So, too, is a genuine commitment to equality of opportunity and a high level of personal integrity. Applicants should be CIPD qualified or part-qualified and ideally have a first degree. They should also have proven experience of resourcing, employee relations, and remuneration and benefits – and be fully aware of recent developments in employment law and personnel best practice. They need to be able to work autonomously and to be self-motivated and flexible. Their interpersonal, written, and oral communication skills should be exemplary.

This is a permanent post. In the first instance, the appointment is part-time (paid pro rata for three days a week) but the College will consider making a full-time appointment for an outstanding applicant.

The College is positively committed to safeguarding and promoting the welfare of the children, young people and vulnerable adults who attend its education and training provision. All staff are expected to share this commitment. The person appointed will be required to obtain a satisfactory DBS Enhanced Disclosure.

As an equal opportunities employer, the College welcomes applicants from all sections of the community.

Application packs can be obtained by visiting our website [www.derwentside.ac.uk](http://www.derwentside.ac.uk). Alternatively, email [personnel.dept@derwentside.ac.uk](mailto:personnel.dept@derwentside.ac.uk) or telephone (01207) 585947 to request a pack.

**Closing date for applications – Friday 4th July 2014**

[www.derwentside.ac.uk](http://www.derwentside.ac.uk)

Principal

Salary up to £90K

As a large FE college, Stoke-on-Trent College is a major force in the local and regional community boasting close partnerships and training programmes with major employers and stakeholders. The College is part of the expanding Stoke-on-Trent College Group which includes the College Academies Trust, a multi-academy trust comprising five schools (two secondary schools, a primary school and two studio colleges). Our passion is 'raising aspiration, unleashing talent, changing lives'. Over the last four years the college has achieved significant business transformation together with a relentless focus on raising the quality of teaching and learning and the students' experience. We need a talented leader to ensure our passion and focus takes the College forward, securing high levels of performance and success for our students. With a proven track record of successful strategic leadership you'll be capable of grasping complex FE issues and using them to benefit students. A strategic thinker you will view FE from a 'big picture' perspective, putting plans into action to pave the way for a new era of success.

To apply, please visit [www.stokecoll.ac.uk/jobs](http://www.stokecoll.ac.uk/jobs) or if you don't have internet access, please telephone 01782 603626.

Closing date: Noon, 17 July 2014.

Interviews will take place: 28 July 2014.

*The College is committed to safeguarding and promoting the welfare of children, young people and vulnerable adults and expects all staff to share this commitment.*

[www.stokecoll.ac.uk/jobs](http://www.stokecoll.ac.uk/jobs)

Imagine...





Derby College is on a journey to outstanding and anyone joining us must share our high expectations of our staff and learners. A passion for learning and an appetite for achievement and excellence is a prerequisite for both the following key appointments.

### Vice Principal - Curriculum Strategy and Performance Improvement

£competitive salary

Reporting to the Chief Executive, you will be accountable for strategically leading all aspects of curriculum development and quality improvement, ultimately ensuring a consistently excellent learning experience and exceptional performance.

**You will need to be:**

- a strategic and analytical thinker with the ability to innovate and be creative
- a confident and credible professional with the ability to tenaciously challenge and positively influence the organisation's performance
- driven by a passion for improvement and aspiring to the achievement of high performance standards

**You will need to have:**

- in-depth knowledge of the Ofsted inspection process and have acted as 'nominee' in a successful inspection
- strategic understanding of the skills system and its current challenges
- experience of successfully leading quality improvement in an education/ skills environment.

For an informal discussion about this position with Mandie Stravino, Chief Executive Officer please contact **Katie Dourass** on **01332 387440**.

Closing Date: **Monday 7 July 2014**  
Interviews held on: **17th and 18th July 2014**

### Head of the Service Sector Faculty

£competitive salary

Reporting to the Vice Principal Learner Journey and Inclusion, you will be accountable for the performance of our Service Sector curriculum areas - Catering; Business; Hair and Beauty; Travel and Tourism and Retail - ensuring an exceptional learning experience and outstanding outcomes for our learners and the provision of a curriculum that meets the needs of our employers.

**You will need to be:**

- an inspirational leader who can develop cohesive and high performing teams
- a well-rounded business manager who can effectively manage a large team, a significant budget and challenging performance targets
- driven to provide a responsive service to high standards

**You will need to have:**

- leading edge vocational expertise in one of the service sector areas within the faculty
- experience of management and of teaching (a Certificate in Education is required)
- vision and drive to grow this priority area for the College.

For an informal discussion about this position with Anita Straffon, Vice Principal Learner Journey and Inclusion please contact **Samantha Jackson** on **0300 123 7890 ext: 3495**.

Closing Date: **Monday 7 July 2014**  
Interviews held on: **18th July 2014**

For further details of both positions and to apply, please visit the job vacancies section of our website **www.derby-college.ac.uk**

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## RECRUITING NOW

We are looking for qualified teachers with experience in delivering maths and / or English GCSEs in a post 16 environment. Full time or part time positions are available

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DRAMA


ARTS





Opening in September 2014 DV8 Academy is a brand new 16-19 centre for excellence in the creative industries go to [www.dv8academy.com/jobs](http://www.dv8academy.com/jobs)



## NEW LOOK | NEW JOB BOARD | NEW CHOICE







North Lindsey College is looking to recruit to the following vacancy.

## MATHS AMBASSADOR

Salary: £22,641 - £29,550  
(Fixed point to be agreed) Post No: 1425

North Lindsey College are seeking to employ a Maths/Maths in Education graduate who possesses the passion and enthusiasm to act as an Ambassador for Maths both within North Lindsey College and with our key stakeholders. This position which will focus on the exciting and innovative promotion and development of mathematics and maths teaching and the role will include working with schools, other further education providers and Higher education.

The successful candidate will ideally hold a good degree in Mathematics or related subject and a teaching qualification.


For an informal discussion about the post please contact Claire Foster, Assistant Principal on 01724 294636.

Closing date: **Thursday, 3rd July 2014**  
Interview date: **Thursday, 10th July 2014**

All employees must be willing to apply for DBS clearance. We positively encourage applications from all ethnic backgrounds and people with disabilities.

For further details and an application form, please visit our website [www.northlindsey.ac.uk](http://www.northlindsey.ac.uk) or email [personnel@northlindsey.ac.uk](mailto:personnel@northlindsey.ac.uk), telephone or write to the Personnel Department and quote the post number.

**North Lindsey College**, Kingsway, Scunthorpe, North Lincolnshire DN17 1AJ  
Tel: (01724) 294022 Fax: (01724) 294023 [www.northlindsey.ac.uk](http://www.northlindsey.ac.uk) [personnel@northlindsey.ac.uk](mailto:personnel@northlindsey.ac.uk)



### LECTURER OF ENGINEERING

(VC 535) £24,067 - £28,720 p/a plus market supplement and relocation package

The Isle of Wight College wishes to appoint an inspirational lecturer to deliver mechanical and electrical engineering to students of all ages, studying academic, vocational and higher education programmes.

### DIRECTOR OF CURRICULUM (ENGINEERING)

(VC 536) £38,572 - £50,300 p/a plus relocation package




The Isle of Wight College wishes to appoint an accomplished Engineering specialist to deliver this significant new role; to include key involvement in the development and implementation of the £6.5 million STEM Centre of Excellence opening in September 2015.

**We are looking for someone who is :**

- Able to demonstrate successful management of a significant curriculum area
- Currently working in an "outstanding" or "good" engineering department within an outstanding" or "good" further education college
- An innovative and inspirational manager
- Able to achieve challenging targets in an ambitious and dynamic environment

**Closing date for applications: midday, Monday 14 July 2014**  
**For an application pack email : [recruitment@iwcollege.ac.uk](mailto:recruitment@iwcollege.ac.uk)**  
(ref VC 535 / 536)


We welcome applications from all sections of the community.



[www.iwcollege.ac.uk](http://www.iwcollege.ac.uk)

## ENGLISH AND MATHS JOBS

FROM MARCH UNTIL THE END OF AUGUST. IS OFFERING FREE RECRUITMENT ADVERTISING FOR ALL ENGLISH AND MATHS TEACHING ROLES. GET IN TOUCH WITH HANNAH BELOW FOR MORE INFO.



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## AccRoss College is recruiting in the following areas:

- Lecturer Assessor in English: Functional Skills & ESOL
- Lecturer/Assessor in GCSE English - 0.5 FTE
- Lecturer Assessor in Maths: GCSE & Functional Skills

For more info, to apply or view more vacancies visit **[www.accross.ac.uk/jobs](http://www.accross.ac.uk/jobs)**



Accrington and Rossendale (AccRoss) College exists to provide high quality education and training to the widest range of local people.



## TEACHER OF MATHEMATICS

(Graduate Trainee)  
VC 561 £24,067 - £28,720 p/a  
Market supplement and relocation package available

The Isle of College wishes to appoint an inspirational graduate as a trainee lecturer to deliver maths, across the age and ability range GCSE / FS students. Successful candidates will have a degree in maths or a closely related subject e.g. engineering.

The Isle of Wight College has a national reputation for providing outstanding teaching and learning and has many first class facilities; the new post holder will have an involvement in the development and implementation of the new £6.5 million STEM Centre of Excellence which is due to open in September 2015.




**We are looking for someone who is:**

- Innovative and motivated
- Highly committed to learners and their success
- Passionate about maths, with a desire to develop the subject across the college

In return the Isle of Wight College will support the candidate's professional competence and development including teacher training.

**Closing date for applications: midday, Monday 7 July 2014**  
**For an application pack email: [recruitment@iwcollege.ac.uk](mailto:recruitment@iwcollege.ac.uk)**  
(ref: VC 561)

We welcome applications from all sections of the community.



[www.iwcollege.ac.uk](http://www.iwcollege.ac.uk)



# Let's Pull Together



## Because together, we achieve more

OCR is ahead of the game. As a Cambridge Assessment exam board, part of the University of Cambridge, our vocational range of qualifications is developed with employers and educators. They are proven to support people's education, raising their confidence and aspirations.

There is no one better qualified to help educators enhance their learners' ability to make informed decisions, to allow them to sustain a job and be responsible citizens.

Achieve more with Oxford, Cambridge and RSA.

### Quality Vocational Qualifications, Cambridge Style



See [ocr.org.uk/vocational](http://ocr.org.uk/vocational) to empower learners for employment and life.



Oxford Cambridge and RSA

## FE Week Sudoku challenge

3			4		2			
						7		4
			5		6	8		2
		7			3		8	6
9	6		7			4		
	1		2	9		5		
4		6						
			1		4			3

Difficulty: **EASY**

	6			5			8	
	5		4		8		7	
	2		7		6		9	
		5		7		9		
		7				5		
		1		6		8		
	8		5		7		6	
	1		9		2		3	
	7			3			5	

Difficulty: **MEDIUM**

Solutions: Next week

### Last Week's solutions




4	2	3	5	9	1	7	8	6
8	5	1	3	6	7	2	9	4
7	9	6	4	8	2	1	3	5
2	1	5	6	7	9	8	4	3
6	8	7	1	3	4	5	2	9
3	4	9	2	5	8	6	7	1
5	6	4	8	2	3	9	1	7
1	7	2	9	4	5	3	6	8
9	3	8	7	1	6	4	5	2

Difficulty: **EASY**

5	7	1	4	2	9	6	3	8
6	8	4	5	7	3	9	2	1
9	3	2	8	6	1	7	4	5
3	5	7	2	9	6	1	8	4
1	9	8	3	5	4	2	6	7
2	4	6	7	1	8	5	9	3
8	1	9	6	3	5	4	7	2
7	6	3	1	4	2	8	5	9
4	2	5	9	8	7	3	1	6

Difficulty: **MEDIUM**

## Spot the difference to WIN an FE Week mug!



Spot **five** differences. First correct entry wins an *FE Week* mug. Text your name and picture of your completed spot the difference to 07969 166 374.

Last week's spot the difference winner was Lucy Tricker, project co-ordinator at Somerset-based FE Associates.

